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R. H. ECKELBERRY . . . . . *Editor*
J. MACLATCHY . . . . . *Assistant Editor*

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Teaching Opportunities in 1951

By JOHN O. NIEDERHAUSER, ELISABETH PARTINGTON, AND MARGARET A. VESEY

THE year 1951, in so far as educational placement was concerned, was marked by several important characteristics. The demand for elementary-school teachers was the highest in the history of the Division of Appointments. In contrast with conditions during the previous two years, there was also an unusually high demand for secondary-school teachers in most subject-matter areas. The demand for school administrators continued to be high, particularly for supervisors and principals, in both elementary and secondary schools. On the whole, the placement of college teachers was more difficult than at any time during the previous five years.

The 738 graduates of the College of Education in 1951 were a somewhat smaller group than that of the previous year, when 792 Seniors were graduated. This marked a continuation of the downward trend in college enrollments since the peak year of 1949, when 840 graduates received degrees.

Of the 738 graduates of the College of Education, 69 received the degree of Bachelor of Fine Arts; 10, Bachelor of Music; and 13, Bachelor of Occupational Therapy. These persons were not certificated and did not wish or expect to teach. Of the remaining 646 certificated teachers, 20 who graduated in nursing education and three in dental hygiene were not required to register with the Division of Appointments and hence were not available for placement. Graduate study interested 27 men and women, while 70 men were called into military service. Nineteen women were not available for placement because of marriage. In addition, 36 graduates were available only for specific locations, 80 accepted employment other than teaching, while 14 were not available for teaching for other

reasons. When these figures are deducted from the total number of certificated teachers, there remains a group of 377 qualified candidates who were available for teaching positions in 1951.

Table I lists the number of graduates of the College of Education for each of the past ten years (*see* Column 2), together with the number wanting to teach and the percentage placed in teaching positions (*see* Columns 4 and 5). It may be noted that in 1951 there continued to be a decrease in the total number of graduates from the college. Although the percentage of those available for teaching remained the same,

TABLE I

PERCENTAGE OF GRADUATES OF THE COLLEGE OF EDUCATION AVAILABLE FOR PLACEMENT WHO HAVE SECURED TEACHING POSITIONS IN THE LAST TEN YEARS

YEAR OF GRADUATION	GRADUATES OF THE COLLEGE		PERSONS WISHING TO TEACH	
	Total Number*	Percentage Not Available	Number Available	Percentage Placed
(1)	(2)	(3)	(4)	(5)
1942	365	44	206	97
1943	347	44	194	97
1944	251	32	169	90
1945	306	12	269	97
1946	303	33	202	96
1947	469	44	260	98
1948	638	41	400	96
1949	840	37	517	85
1950	792	43	449	84
1951	738	43	377	95

* The graduates who complete their work during the fall quarter of any year are counted as graduates of the next year, for it is then that they are available for placement.

there were actually 72 fewer candidates available for placement. Of those available, 95 per cent were able to secure teaching positions. This was a marked increase over the two previous years, when only 85 and 84 per cent, respectively, were placed. The number of beginning teachers placed in 1950 was 379. In 1951 the figure was 358.

The Division of Appointments in 1951 received requests for teachers from each of the 48 states and from the District of Columbia. The total number of calls was 6,877 as compared with a total of 5,196 calls received in 1950. These included requests for teachers from Alaska, Guam, Hawaii, the Panama Canal Zone, American Samoa, the Philippines, Central and

South America, the Near East, and several European countries, as well as the Dependents Schools Service in both Europe and the Far East.

A summarization for 1950 and 1951 showing the differences in the number graduating, the number desiring to teach of those qualified to do so, and the number accepting positions, is made in the table which follows:

	Total Number	
	1950	1951
Graduating	792	738
Degree of Bachelor of Fine Arts, Bachelor of Occupational Therapy, and Bachelor of Music	132	92
Certificated to teach	660	646
Not available	211	269
Desiring to teach	449	377
Accepting positions	379	358

REQUESTS for secondary-school teachers were over 1,000 more than in 1950. Table II shows the breakdown of the 3,202 requests for this year. The first column lists the teaching field for which the request was made; the second column lists the total number of calls for each subject as a major; and the third column lists those which required teaching one subject only. Column 4 lists the number of times a request was made which required the teaching of two or more subjects. Columns 5, 6, 7, and 8 indicate the minor fields requested most often with each major field.

Music was the high-school field in greatest demand this year, with 417 requests. Last year our report predicted that English calls would continue to increase, but no one expected one and a half times as many requests. English was in second place with 415 requests. In the past year home economics dropped from first to third place, with 381 requests made.

Other high-school fields following in the order of number of calls received were: commercial subjects (295), mathematics (256), science (247), industrial arts (218), men's physical education (217), women's physical education (155), and social studies (153). In the science area requests for physical-science teachers were the greatest, almost doubling within a year. General science calls doubled, and they ranked next; biology stood third, chemistry fourth, and physics last, with only five calls. Fine arts received 100 requests, which was a slightly

TABLE II

ANALYSIS OF HIGH-SCHOOL CALLS RECEIVED BY THE DIVISION OF APPOINTMENTS FOR THE YEAR 1951

SUBJECT OR TEACHING FIELD*	NUMBER OF CALLS IN 1951			NUMBER OF TIMES OTHER SPECIFIC SUBJECTS WERE CALLED FOR IN COMBINATION WITH THE SUBJECT CONSIDERED§			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Arts—							
Fine (*FA*)	100	94	6	*En* 3			
Industrial (*IA*)	218	157	61	*PE* 20	*Ma* 15	*Sci* 9	*SS* 5
Commercial Subjects (*Com*)	295	253	42	*Ma* 12	*PE* 10	*En* 10	*SS* 5
Distributive Education (*DE*)	1	1					
Core	6	6					
Driver Education (*Dr E*)†	7	6	1	*Ma* 1			
English (*En*)	415	185	230	*La* 57	*SS* 43	*S* 30	*Sp* 20
Dramatics (*Dr*)	7	4	3	*Sp* 2	*En* 1		
Speech (*Sp*)	22	6	16	*En* 10	*Dr* 3		
Journalism (*Jo*)	10	9	1	*En* 1			
Geography	7	2	5	*SS* 2			
Home Economics (*HE*)	381	313	68	*En* 25	*PE* 11	*SS* 7	*Sci* 6
Languages (*Lang*)—							
French (*Fr*)	6	1	5	*En* 4	*Ger* 1		
German (*Ger*)	3	1	2	*Ma* 1	*S* 1		
Latin (*La*)	37	11	26	*En* 16	*Fr* 3		
Spanish (*S*)	24	3	21	*En* 13	*Sp* 2		
Total‡	70	16	54				
Library (*Li*)	52	48	4	*En* 3	*Com* 1		
Mathematics (*Ma*)	256	102	154	*Sci* 90	*PE* 16	*SS* 11	*Dr E* 8; *En* 8
Music (*Mu*)	417	386	31	*En* 18	*FA* 5	*PE* 3	*Com* 2
Personnel and Guidance	45	40	5	*Sci* 3	*SS* 1	*En* 1	
Physical Education (*PE*)—							
Men	217	107	110	*SS* 39	*Sci* 27	*Ma* 17	*IA* 6
Women	155	129	26	*En* 10	*Bi* 5	*SS* 5	*HE* 2
Psychology	14	14					

TABLE II [*Continued*]

Subject or Teaching Field*	Number of Calls in 1951			Number of Times Other Specific Subjects Were Called for in Combination with the Subject Considered§			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Science (*Sci*)—							
Biology (*Bi*)	25	10	15	*GS* 3	*Ch* 2		
Chemistry (*Ch*)	22	9	13	*Ma* 6	*GS* 3		
General Science (*GS*)	84	39	45	*Ma* 21	*Bi* 6	*PE* 5	
Physical Science (*PS*)	111	31	80	*Ma* 36	*Bi* 13	*SS* 6	*GS* 4
Physics (*Phy*)	5	4	1				
Total‡	*247*	*93*	*154*				
Social Studies (*SS*)	153	82	71	*En* 22	*PE* 16	*Ma* 6	
Special Education (*SE*)	77	77					
Speech Correction	30	30					
Total	3,202	2,160					

* In the parentheses after each subject is given the abbreviation used in Columns 5–8. In previous years, agriculture was included, but since requests for teachers of agriculture are now handled by the Department of Agricultural Education, it is omitted.

† New category.

‡ Totals, when the calls for the subgroups for languages and for sciences are added together, are set in italics and given in Column 2, but they are not included in the final total figure.

§ Columns 5–8 show additional subjects listed on calls in Column 4.

TABLE III

ANALYSIS OF HIGH-SCHOOL CALLS RECEIVED BY THE DIVISION OF APPOINTMENTS FOR THE SIX YEARS 1946 TO 1951

SUBJECT OR TEACHING FIELD*	NUMBER OF CALLS IN 1946–51			NUMBER OF TIMES OTHER SPECIFIC SUBJECTS WERE CALLED FOR IN COMBINATION WITH THE SUBJECT CONSIDERED§			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Arts—							
Fine (*FA*)	617	585	32	*Mu* 11	*En* 8	*HE* 2	*SS* 2
Industrial (*IA*)	1,121	805	316	*PE* 144	*Ma* 54	*Sci* 60	*SS* 19
Commercial Subjects (*Com*)	1,194	1,017	177	*PE* 46	*En* 46	*SS* 21	*HE* 17
Distributive Education (*DE*)	8	8	.....	.....	.....	.....	.....
Core	9	9	.....	.....	.....	.....	.....
Driver Education (*Dr E*)†	7	6	1	*Ma* 1	.....	.....	.....
English (*En*)	1,850	761	1,089	*La* 217	*SS* 213	*Sp* 104	*PE* 55
Dramatics (*Dr*)	23	9	14	*SS* 3	*Sp* 3	*Radio* 2	.....
Speech (*Sp*)	141	47	94	*Dr* 44	*En* 38	*Debate* 4	*Jo* 3
Journalism (*Jo*)	16	15	1	*En* 1	.....	.....	.....
Geography	20	11	9	*SS* 2	.....	.....	.....
Home Economics (*HE*)	2,160	1,727	433	*En* 177	*Sci* 74	*PE* 45	*SS* 13
Languages (*Lang*)—							
French (*Fr*)	69	13	56	*En* 21	*S* 9	*La* 8	*SS* 6
German (*Ger*)	11	5	6	.....	.....	.....	.....
Latin (*La*)	237	55	182	*En* 112	*S* 20	*Fr* 19	*SS* 8
Spanish (*S*)	166	50	116	*En* 63	*La* 17	*Fr* 13	*Ma* 3
Total‡	*483*	*123*	*360*	.....	.....	.....	.....
Library (*Li*)	318	287	31	*En* 24	.....	.....	.....
Mathematics (*Ma*)	1,147	557	590	*Sci* 321	*PE* 95	*En* 37	.....
Music (*Mu*)	2,279	2,059	220	*En* 137	*FA* 31	*SS* 11	*PE* 9
Personnel and Guidance	169	164	5	*Sci* 3	*SS* 1	*En* 1	.....
Physical Education (*PE*)—							
Men	1,332	663	669	*SS* 157	*Sci* 136	*Ma* 129	*IA* 85
Women	890	693	197	*En* 54	*SS* 37	*Sci* 24	*Com* 6
Psychology	86	86	.....	.....	.....	.....	.....

TABLE III [*Continued*]

Subject or Teaching Field*	Number of Calls in 1946–51			Number of Times Other Specific Subjects Were Called for in Combination with the Subject Considered§			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Science (*Sci*)—							
Biology (*Bi*)	149	56	93	*GS* 23	*PE* 20	*Phy* 12	*Ch* 8
Chemistry (*Ch*)	119	48	71	*Phy* 30	*Ma* 16	*Bi* 10	*GS* 4
General Science (*GS*)	523	218	305	*Ma* 132	*PE* 69	*Bi* 30	*Phy* 18
Physical Science (*PS*)	162	46	116	*Ma* 51	*Bi* 21	*PE* 14	*SS* 6
Physics (*Phy*)	189	48	141	*Ma* 43	*Ch* 32	*Bi* 22	*PE* 21
Total‡	*1,142*	*416*	*726*				
Social Studies (*SS*)	836	464	372	*En* 113	*PE* 111	*Ma* 26	*Lang* 15
Special Education (*SE*)	432	428	4				
Speech Correction	58	58					
Total	16,338	10,998					

* In the parentheses after each subject is given the abbreviation used in Columns 5–8. In previous years, agriculture was included, but since requests for teachers of agriculture are now handled by the Department of Agricultural Education, it is omitted.

† New category this year (1951).

‡ Totals, when the calls for the subgroups for languages and for sciences are added together, are set in italics and given in Column 2, but they are not included in the final total figure.

§ Columns 5–8 show additional subjects listed on calls in Column 4.

greater number than last year's. The field of special education, with 77 calls, showed an increase above the number of requests in 1950. Language teachers were called for 70 times. Latin, with 37 calls, was the most frequently requested language, especially in combination with English. Spanish ranked second among the languages; French stood third; and German fourth. There was a 25-per cent increase in the number of requests for library-science teachers. Forty-eight requests were received for Negro teachers, all but two of which came from outside Ohio.

Table II and Table III are similar. Table III, however, covers the six-year period, 1946 to 1951. Comparing the 1951 figures with the averages for the six-year period, definite increases in the number of requests are apparent in English, music, home economics, commercial subjects, mathematics, science, industrial arts, women's physical education, and social studies. Music and home economics are the two highest-ranking secondary-school fields in terms of the number of requests made during this 1946–51 period. Table III shows that some high-school fields are requested more often in combination with other subjects than as a single subject. For example, English is usually combined with a language (Latin most frequently), or with social studies, speech, or physical education. Requests for mathematics and science are many times listed in combination with each other or with other subjects.

THE number of majors in each teaching field for the years 1950 and 1951, with the percentage of those placed who desired to teach, is shown in Table IV. In contrasting the "Percentage Placed" columns for the two years, encouraging differences are noted. This year greater percentages of graduates were placed in the fields of industrial arts, English, speech, home economics, French, Spanish, mathematics, music, men's physical education, and in all the science areas. The military situation and increased industrial production took the greatest number of graduates from these fields: industrial arts, mathematics, men's physical education, the sciences, and social studies. However, the over-all effect upon the field of social studies was not such as to increase the percentage of graduates placed in this field. This has been and still tends to be an overcrowded field; about 66 per cent of social-studies majors placed

TABLE IV

THE NUMBER OF MAJORS IN EACH FIELD, THE NUMBER INTERESTED IN TEACHING, AND THE PERCENTAGES SECURING POSITIONS, FOR THE YEARS 1950 AND 1951

TEACHING FIELD	NUMBER OF MAJORS IN 1950*	TEACHING POSITIONS IN 1950		NUMBER OF MAJORS IN 1951*	TEACHING POSITIONS IN 1951	
		Number Desiring	Percentage Placed‡		Number Desiring	Percentage Placed‡
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Arts—						
Fine	36	23	87	26	17	82
Industrial	65	44	80	54	27	93
Business education	20	15	100	20	11	100
Distributive education	.....	.....	.....	1	0	.....
Elementary education	125	109	100	172	148	100
English	39	28	86	29	16	100
Journalism†	.....	.....	.....	1	0	.....
Speech	28	16	75	16	7	100
Speech and hearing therapy	4	4	100	5	2	100
Geography	4	2	100	.....	.....	.....
Health	1	1	0	1	0	.....
Home economics	9	5	80	4§	4	100
Languages—						
French	8	5	80	3	2	100
German	2	2	50	.....	.....	.....
Latin	.....	.....	.....	1	0	.....
Spanish	8	4	50	5	4	100
Turkish†	.....	.....	.....	2	0	.....
Mathematics	37	26	85	52	21	95
Music	45	36	94	53	36	97
Physical education—						
Men	75	51	59	66	36	83
Women	18	12	100	13	8	100
Psychology	6	2	100	6	2	100
Science—						
Biology	42	29	59	31	15	93
Chemistry	16	8	88	8	2	100
General science	53	34	71	36	19	95
Physical science	15	11	91	14	7	100
Physics	5	5	60	8	3	100
Social studies	86	57	84	76	35	80
Special education	1	1	100	.....	.....	.....

* Double majors are counted in each field.

† New category this year.

‡ Based on the number desiring to teach.

§ This number includes only graduates holding the degree B.S. in Education. In addition to these, the School of Home Economics of the College of Agriculture graduated 44 vocational home-economics teachers in 1951, of whom 36 registered with the Division of Appointments. The School of Home Economics reported that 100 per cent of those available for teaching were able to secure positions.

are teaching in the upper elementary-school grades or in their minor fields, rather than in the social-studies area. The fine-arts field was not greatly affected by the world situation. Fewer graduates were placed in this field than last year.

Salaries offered on the secondary-school level ranged from $2,400 to $4,800. Most beginning teachers contracted for positions at salaries between $2,400 and $2,800. Higher salaries usually were offered to those with graduate training and teaching experience.

THERE were 172 regular elementary-education majors graduated in 1951. In addition to this number, 10 persons with secondary-school certificates completed the 45-hour retraining program giving preparation for elementary-school teaching. Together, these two groups provided 182 teachers trained for the elementary schools. Of this number, 158 candidates were available for and secured teaching positions.

The total number of calls for teachers in elementary schools received by the Division of Appointments in 1951 was 2,341, the largest number of elementary-school calls ever received by this division. Table V shows the distribution of elementary-school calls by grade-level for 1951 as compared with the two previous years. It will be noted that there have been definite increases in demands for both primary- and intermediate-grade teachers. Out-of-state requests accounted for 704 of the calls, with Illinois making 202, Michigan 140, and California 118. There were 213 requests from schools outside the United States, including calls from Alaska, Hawaii, the Panama Canal Zone, and various schools in South America which are sponsored by American oil companies. Most of these so-called foreign requests required experienced teachers. The calls for Negro teachers numbered 38, of which 25 came from Ohio schools.

The new Ohio minimum salary law had the effect of raising the salary range of beginning teachers this year. Most beginning elementary-school teachers received salaries ranging from $2,400 to $2,700, although some secured positions at $3,000 and higher, particularly in metropolitan areas.

DURING 1951 the Division of Appointments received 215 calls for personnel to fill administrative positions. This was a considerable increase over the 177 requests received in

TABLE V

Distribution of Elementary-School Calls for the Three Years 1949 to 1951

Type of Call	In State			Out of State			Foreign			Total		
	1949	1950	1951	1949	1950	1951	1949	1950	1951	1949	1950	1951
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Nursery School	.....	8	13	.....	1	1	.....	.....	.....	.....	9	14
Kindergarten	54	47	105	132	47	78	6	55	53	192	149	236
Primary (Grades I, II, III)	492	432	632	314	168	360	15	65	85	821	665	1,077
Intermediate (Grades IV, V, VI)	286	301	617	177	112	233	23	60	71	486	473	921
Junior High (Grades VII, VIII)	10	13	19	2	6	18	.....	3	4	12	22	41
Building—Teacher-Principal	10	4	13	5	1	1	2	.....	.....	17	5	14
Negro	.....	10	25	.....	9	13	.....	.....	.....	.....	.....	38
Total number	852	815	1,424	630	344	704	46	183	213	1,528	1,323	2,341

1950 and the 179 during 1949. The administrative vacancies reported in 1951 were as follows:

Administrative Positions	Number of Calls
College administrative officers	10
Superintendent or assistant superintendent	29
Other public-school administrative officers	8
Executive head	30
Secondary-school principal or supervisor	60
Laboratory-school principal	7
Elementary-school principal or supervisor	71
Total	215

As may be noted in this table, opportunities continued to be good for beginning school administrators in small schools. Several years' teaching experience and the Master's degree in school administration are generally required for such candidates. Particular attention is called to the high demand this year for elementary- and secondary-school principals and supervisors. For many of the better-paying administrative positions in the public schools, demand continues to be shown for persons with experience who are approaching or have received the doctoral degree.

The requests for elementary-school principals and supervisors offered salaries ranging from $2,400 to $6,500, and those for secondary-school principals and supervisors from $3,000 to $13,000. It should be pointed out that only one position carried the salary last mentioned. Salaries for executive heads in local school districts in Ohio ranged from $3,200 to $6,000, for superintendents from $5,000 to $11,500, for other public-school administrative positions from $3,500 to $10,000, and for laboratory-school principals from $3,500 to $7,000. Salary offers for college administrative positions ranged from $4,000 to $9,500.

THE Division of Appointments received 953 requests for college staff members in 1951 as compared with 1,249 such requests in 1950. In addition to these calls, it also received 125 requests for Negro college instructors. Calls for college personnel were received from every state except Wyoming. Ohio ranked first with 93 calls (including six for Negro instructors), followed by New York with 92. Other high-ranking states in the following order were Illinois (74), Texas (69,

including 19 Negro requests), Iowa (47), Pennsylvania (46, including one Negro call), Michigan (45), West Virginia (44, of which 17 were for Negroes), Wisconsin (39), and California (35). The college teaching areas in highest demand were as follows:

Subject	Number of Calls	Subject	Number of Calls
Education	195	Physical education	52
Critic teaching	120	Commerce	50
Home economics	90	English	44
Psychology	56	Personnel and guidance	37

Many college positions were reported to the Division of Appointments without a definite statement concerning salary available. This is understandable in view of the fact that most institutions of higher education do not have definite salary schedules and bring in new personnel at a salary commensurate with their experience and training. The salaries reported for college staff positions ranged from $2,500 to $8,500. The majority of these positions paid from $3,000 to $5,000, many falling in the $4,000 to $4,500 range.

As indicated earlier in this report, this division received 6,877 calls during 1951. The following table shows how this volume compares with that of other selected years in the past:

	Total Calls		Total Calls
1951	6,877	1947	7,451
1950	5,196	1946	5,565
1949	5,678	1941	3,457
1948	7,319	1936	1,908

The Division of Appointments assisted 727 candidates to secure employment in the various types of positions in 1951, as compared with 650 candidates who were given assistance in 1950. Credentials were sent to 10,641 prospective employers to help them evaluate candidates for their positions. A total of 3,653 interviews were held with students, faculty members, alumni, and employing officials. These interviews concerned teaching opportunities, qualifications of candidates, salary trends, revision of credentials on file, and other data.

The Teacher and Inflation

By LEEVERN JOHNSON

LET us take a look at the teaching profession to see how it has fared in the past ten years. It is true that teachers are receiving much higher salaries than they did a decade ago, but their relative work status has gone down.

To arrive at the economic status of the profession, one need only make a few simple calculations. First, we need to consider what a person's income would normally be without economic ups and downs. A young teacher entering the field could expect increases as the result of experience and additional skill. Next, we must add enough to make up for inflation; and, last but not least, we must allow for the higher income taxes. After considering all three of these factors, we can arrive at a figure which will serve as a yardstick for measuring the teacher's salary.

For purposes of comparison, let us take the case of a person, now in his early forties, who received a salary of $2,000 in 1941. Owing to age and experience he should have increased this amount by 30 per cent during the past ten years to a salary of $2,600.[1]

Next, we turn to the problem of inflation. During the past ten years this measuring stick which we call the dollar has shrunk a great deal. That alters the index number we use for purposes of comparison. The cost-of-living index has gone up 73 per cent, and the retail price index has increased 86 per cent.

The chief difference in the two numbers is that the first includes rent, while the second includes building materials but not rent. So if you live in an apartment, you should use the first index; while if you own your own home, you should use the second. If you use the first one, it means that your $2,600 has shrunk 42 per cent so far as its buying power is concerned. To compensate for this, we shall have to add $1,898, which brings our hypothetical salary up to $4,498. If you own your home, you should use the retail price index of 86 per cent. This would add $2,236, for a total of $4,836.

You probably think this is the end of the bad news—but there is more to come. So far we have not added in those increased taxes. If you have any doubt that Uncle Sam has

[1] Source of the figures used in this short paper is "Why You're Broke," *Changing Times*, May, 1951.

his hand in your pocket just refer back to the income-tax rates of 1941.

For this comparison, let us consider a family of three: a man, his wife, and a dependent child. We will also assume that we are using the smaller of the two wages just mentioned. By means of a little interpolation we find that this family now pays about $280 more tax than in 1941. Add this to the former salary and we arrive at a figure of $4,778. That is the amount you should receive today to give you the same relative buying power that you had ten years ago, considering the increased compensation you deserve because of increased ability.

You may not be able to protect yourself against inflation, but, brother, you certainly can't do it if you do not know what it is doing to you. A fairly young person may have doubled his salary in the past ten years but actually lost ground in the process. Is it any wonder that teachers and white-collar workers in general bear the brunt of many jokes about their salaries?

[Vol. XXXI, No. 2]

A Table for Rapid Determination of Dale-Chall Readability Scores

By GEORGE R. KLARE

INTEREST in the measurement of readability, as one aspect of the improvement of communications, has increased rapidly in recent years. A number of studies[1] have shown the Dale-Chall formula,[2] to be one of the best methods available for measuring readability.

One of the problems faced by potential users of a readability formula, however, is the time and effort necessary for application. Any device that will make the determination of readability scores easier without decreasing their accuracy is highly desirable. Dale and Chall took a step in this direction when they presented a "Multiplication Table of Weights" for use

[1] For a summary of studies up to 1950 *see* Klare, George R. "Evaluation of Quantitative Indices of Comprehensibility in Written Communication." 1950. An unpublished doctoral dissertation on file in the library of the University of Minnesota.

[2] Dale, Edgar, and Chall, Jeanne S. "A Formula for Predicting Readability," EDUCATIONAL RESEARCH BULLETIN, XXVII (January 21, 1948), pp. 11–20, 28.

TABLE I

RAW SCORES OF READABILITY FOR DALE-CHALL FORMULA DETERMINED BY DALE SCORE VALUES AND SENTENCE LENGTH

Dale Score	Average Sentence Length—Number of Words																
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
0	3.93	3.98	4.03	4.08	4.13	4.18	4.23	4.28	4.33	4.38	4.43	4.48	4.53	4.58	4.63	4.68	4.73
1	4.09	4.14	4.19	4.24	4.29	4.34	4.39	4.44	4.49	4.54	4.59	4.64	4.69	4.74	4.79	4.84	4.89
2	4.25	4.30	4.35	4.40	4.45	4.50	4.55	4.60	4.65	4.70	4.75	4.80	4.85	4.89	4.94	4.99	5.04
3	4.41	4.46	4.51	4.56	4.61	4.66	4.71	4.76	4.80	4.85	4.90	4.95	5.00	5.05	5.10	5.15	5.20
4	4.57	4.62	4.66	4.71	4.76	4.81	4.86	4.91	4.96	5.01	5.06	5.11	5.16	5.21	5.26	5.31	5.36
5	4.72	4.77	4.82	4.87	4.92	4.97	5.02	5.07	5.12	5.17	5.22	5.27	5.32	5.37	5.42	5.47	5.52
6	4.88	4.93	4.98	5.03	5.08	5.13	5.18	5.23	5.28	5.33	5.38	5.43	5.48	5.53	5.58	5.63	5.68
7	5.04	5.09	5.14	5.19	5.24	5.29	5.34	5.39	5.44	5.49	5.54	5.59	5.63	5.68	5.73	5.78	5.83
8	5.20	5.25	5.30	5.35	5.40	5.45	5.49	5.54	5.59	5.64	5.69	5.74	5.79	5.84	5.89	5.94	5.99
9	5.36	5.40	5.45	5.50	5.55	5.60	5.65	5.70	5.75	5.80	5.85	5.90	5.95	6.00	6.05	6.10	6.15
10	5.51	5.56	5.61	5.66	5.71	5.76	5.81	5.86	5.91	5.96	6.01	6.06	6.11	6.16	6.21	6.26	6.31
11	5.67	5.72	5.77	5.82	5.87	5.92	5.97	6.02	6.07	6.12	6.17	6.22	6.27	6.32	6.37	6.42	6.46
12	5.83	5.88	5.93	5.98	6.03	6.08	6.13	6.18	6.23	6.28	6.32	6.37	6.42	6.47	6.52	6.57	6.62
13	5.99	6.04	6.09	6.14	6.19	6.23	6.28	6.33	6.38	6.43	6.48	6.53	6.58	6.63	6.68	6.73	6.78
14	6.14	6.19	6.24	6.29	6.34	6.39	6.44	6.49	6.54	6.59	6.64	6.69	6.74	6.79	6.84	6.89	6.94
15	6.30	6.35	6.40	6.45	6.50	6.55	6.60	6.65	6.70	6.75	6.80	6.85	6.90	6.95	7.00	7.05	7.10
16	6.46	6.51	6.56	6.61	6.66	6.71	6.76	6.81	6.86	6.91	6.96	7.01	7.06	7.11	7.15	7.20	7.25
17	6.62	6.67	6.72	6.77	6.82	6.87	6.92	6.97	7.02	7.06	7.11	7.16	7.21	7.26	7.31	7.36	7.41
18	6.78	6.83	6.88	6.93	6.97	7.02	7.07	7.12	7.17	7.22	7.27	7.32	7.37	7.42	7.47	7.52	7.57
19	6.93	6.98	7.03	7.08	7.13	7.18	7.23	7.28	7.33	7.38	7.43	7.48	7.53	7.58	7.63	7.68	7.73
20	7.09	7.14	7.19	7.24	7.29	7.34	7.39	7.44	7.49	7.54	7.59	7.64	7.69	7.74	7.79	7.84	7.89
21	7.25	7.30	7.35	7.40	7.45	7.50	7.55	7.60	7.65	7.70	7.75	7.80	7.85	7.89	7.94	7.99	8.04
22	7.41	7.46	7.51	7.56	7.61	7.66	7.71	7.76	7.80	7.85	7.90	7.95	8.00	8.05	8.10	8.15	8.20
23	7.57	7.62	7.67	7.71	7.76	7.81	7.86	7.91	7.96	8.01	8.06	8.11	8.16	8.21	8.26	8.31	8.36
24	7.72	7.77	7.82	7.87	7.92	7.97	8.02	8.07	8.12	8.17	8.22	8.27	8.32	8.37	8.42	8.47	8.52
25	7.88	7.93	7.98	8.03	8.08	8.13	8.18	8.23	8.28	8.33	8.38	8.43	8.48	8.53	8.58	8.63	8.68
26	8.04	8.09	8.14	8.19	8.24	8.29	8.34	8.39	8.44	8.49	8.54	8.59	8.63	8.68	8.73	8.78	8.83
27	8.20	8.25	8.30	8.35	8.40	8.45	8.50	8.54	8.59	8.64	8.69	8.74	8.79	8.84	8.89	8.94	8.99
28	8.36	8.40	8.45	8.50	8.55	8.60	8.65	8.70	8.75	8.80	8.85	8.90	8.95	9.00	9.05	9.10	9.15

TABLE I [*Continued*]

Dale Score	Average Sentence Length—Number of Words																
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
29	8.51	8.56	8.61	8.66	8.71	8.76	8.81	8.86	8.91	8.96	9.01	9.06	9.11	9.16	9.21	9.26	9.31
30	8.67	8.72	8.77	8.82	8.87	8.92	8.97	9.02	9.07	9.12	9.17	9.22	9.27	9.32	9.37	9.42	9.46
31	8.83	8.88	8.93	8.98	9.03	9.08	9.13	9.18	9.23	9.28	9.33	9.37	9.42	9.47	9.52	9.57	9.62
32	8.99	9.04	9.09	9.14	9.19	9.23	9.28	9.33	9.38	9.43	9.48	9.53	9.58	9.63	9.68	9.73	9.78
33	9.14	9.19	9.24	9.29	9.34	9.39	9.44	9.49	9.54	9.59	9.64	9.69	9.74	9.79	9.84	9.89	9.94
34	9.30	9.35	9.40	9.45	9.50	9.55	9.60	9.65	9.70	9.75	9.80	9.85	9.90	9.95	10.00	10.05	10.10
35	9.46	9.51	9.56	9.61	9.66	9.71	9.76	9.81	9.86	9.91	9.96	10.01	10.06	10.11	10.16	10.20	10.25

Dale Score	Average Sentence Length—Number of Words															
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
0	4.78	4.83	4.88	4.93	4.98	5.03	5.07	5.12	5.17	5.22	5.27	5.32	5.37	5.42	5.47	5.52
1	4.94	4.98	5.03	5.08	5.13	5.18	5.23	5.28	5.33	5.38	5.43	5.48	5.53	5.58	5.63	5.68
2	5.09	5.14	5.19	5.24	5.29	5.34	5.39	5.44	5.49	5.54	5.59	5.64	5.69	5.74	5.79	5.84
3	5.25	5.30	5.35	5.40	5.45	5.50	5.55	5.60	5.65	5.70	5.75	5.80	5.85	5.90	5.95	6.00
4	5.41	5.46	5.51	5.56	5.61	5.66	5.71	5.76	5.81	5.86	5.90	5.95	6.00	6.05	6.10	6.15
5	5.57	5.62	5.67	5.72	5.77	5.81	5.86	5.91	5.96	6.01	6.06	6.11	6.16	6.21	6.26	6.31
6	5.72	5.77	5.82	5.87	5.92	5.97	6.02	6.07	6.12	6.17	6.22	6.27	6.32	6.37	6.42	6.47
7	5.88	5.93	5.98	6.03	6.08	6.13	6.18	6.23	6.28	6.33	6.38	6.43	6.48	6.53	6.58	6.63
8	6.04	6.09	6.14	6.19	6.24	6.29	6.34	6.39	6.44	6.49	6.54	6.59	6.64	6.69	6.73	6.78
9	6.20	6.25	6.30	6.35	6.40	6.45	6.50	6.55	6.60	6.64	6.69	6.74	6.79	6.84	6.89	6.94
10	6.36	6.41	6.46	6.51	6.55	6.60	6.65	6.70	6.75	6.80	6.85	6.90	6.95	7.00	7.05	7.10
11	6.51	6.56	6.61	6.66	6.71	6.76	6.81	6.86	6.91	6.96	7.01	7.06	7.11	7.16	7.21	7.26
12	6.67	6.72	6.77	6.82	6.87	6.92	6.97	7.02	7.07	7.12	7.17	7.22	7.27	7.32	7.37	7.42
13	6.83	6.88	6.93	6.98	7.03	7.08	7.13	7.18	7.23	7.28	7.33	7.38	7.43	7.47	7.52	7.57
14	6.99	7.04	7.09	7.14	7.19	7.24	7.29	7.34	7.38	7.43	7.48	7.53	7.58	7.63	7.68	7.73
15	7.15	7.20	7.25	7.29	7.34	7.39	7.44	7.49	7.54	7.59	7.64	7.69	7.74	7.79	7.84	7.89

TABLE I [*Continued*]

Dale Score	Average Sentence Length—Number of Words															
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
16	7.30	7.35	7.40	7.45	7.50	7.55	7.60	7.65	7.70	7.75	7.80	7.85	7.90	7.95	8.00	8.05
17	7.46	7.51	7.56	7.61	7.66	7.71	7.76	7.81	7.86	7.91	7.96	8.01	8.06	8.11	8.16	8.21
18	7.62	7.67	7.72	7.77	7.82	7.87	7.92	7.97	8.02	8.07	8.12	8.17	8.21	8.26	8.31	8.36
19	7.78	7.83	7.88	7.93	7.98	8.03	8.08	8.12	8.17	8.22	8.27	8.32	8.37	8.42	8.47	8.52
20	7.94	7.98	8.03	8.08	8.13	8.18	8.23	8.28	8.33	8.38	8.43	8.48	8.53	8.58	8.63	8.68
21	8.09	8.14	8.19	8.24	8.29	8.34	8.39	8.44	8.49	8.54	8.59	8.64	8.69	8.74	8.79	8.84
22	8.25	8.30	8.35	8.40	8.45	8.50	8.55	8.60	8.65	8.70	8.75	8.80	8.85	8.90	8.95	9.00
23	8.41	8.46	8.51	8.56	8.61	8.66	8.71	8.76	8.81	8.86	8.91	8.95	9.00	9.05	9.10	9.15
24	8.57	8.62	8.67	8.72	8.77	8.81	8.86	8.91	8.96	9.01	9.06	9.11	9.16	9.21	9.26	9.31
25	8.72	8.77	8.82	8.87	8.92	8.97	9.02	9.07	9.12	9.17	9.22	9.27	9.32	9.37	9.42	9.47
26	8.88	8.93	8.98	9.03	9.08	9.13	9.18	9.23	9.28	9.33	9.38	9.43	9.48	9.53	9.58	9.63
27	9.04	9.09	9.14	9.19	9.24	9.29	9.34	9.39	9.44	9.49	9.54	9.59	9.64	9.69	9.74	9.78
28	9.20	9.25	9.30	9.35	9.40	9.45	9.50	9.55	9.60	9.64	9.69	9.74	9.79	9.84	9.89	9.94
29	9.36	9.41	9.46	9.51	9.55	9.60	9.65	9.70	9.75	9.80	9.85	9.90	9.95	10.00	10.05	10.10
30	9.51	9.56	9.61	9.66	9.71	9.76	9.81	9.86	9.91	9.96	10.01	10.06	10.11	10.16	10.21	10.26
31	9.67	9.72	9.77	9.82	9.87	9.92	9.97	10.02	10.07	10.12	10.17	10.22	10.27	10.32	10.37	10.42
32	9.83	9.88	9.93	9.98	10.03	10.08	10.13	10.18	10.23	10.28	10.33	10.38	10.43	10.47	10.52	10.57
33	9.99	10.04	10.09	10.14	10.19	10.24	10.29	10.34	10.38	10.43	10.48	10.53	10.58	10.63	10.68	10.73
34	10.15	10.20	10.25	10.29	10.34	10.39	10.44	10.49	10.54	10.59	10.64	10.69	10.74	10.79	10.84	10.89
35	10.30	10.35	10.40	10.45	10.50	10.55	10.60	10.65	10.70	10.75	10.80	10.85	10.90	10.95	11.00	11.05

with their formula.[3] Raw scores of readability could be found by adding the tabled values for sentence length and for Dale score, and the formula constant, thus eliminating much computation time. Farr and Jenkins, working with the Flesch "reading ease" and "human interest" formulas,[4] went one step farther and presented tables from which readability scores could be read without computation by entering the appropriate values for the formula factors.[5] A similar table for use with Flesch's "level of abstraction" formula[6] has been prepared by Twedt.[7]

In the process of doing research with various readability formulas, the writer developed a table for the Dale-Chall formula that is similar to those developed by Farr and Jenkins and by Twedt for the Flesch formulas.[8] A Dale-Chall readability raw score may be read directly from this table by entering with the average sentence length and the Dale score values found by application of the formula. Thus, if a sample of 100 words contains 20 words not on the Dale list (Dale score) and has an average sentence length of 17 words, the readability score is the tabled value 7.64. This raw score may then be converted to a corrected grade-level by consulting Table I in the Dale-Chall article in which the formula was published.[9]

[3] Dale, Edgar, and Chall, Jeanne S. "A Formula for Predicting Readability: Instructions," EDUCATIONAL RESEARCH BULLETIN, XXVII (February 18, 1948), pp. 37–54.

[4] Flesch, Rudolf F. "A New Readability Yardstick," *Journal of Applied Psychology*, XXXII (June, 1948), pp. 221–33.

[5] Farr, James N., and Jenkins, James J. "Tables for Use with the Flesch Readability Formulas," *Journal of Applied Psychology*, XXXIII (June, 1949), pp. 275–78.

[6] Flesch, Rudolf F. "Measuring the Level of Abstraction," *Journal of Applied Psychology*, XXXIV (December, 1950), pp. 384–90.

[7] Twedt, Dik W. "A Table for Use with Flesch's Level of Abstraction Readability Formula," *Journal of Applied Psychology*, XXXV (June, 1951), pp 157–59.

[8] Klare, George R. "Measures of the Readability of Written Communication: an Evaluation," *Journal of Educational Psychology*, in press.

[9] *Op. cit.*, EDUCATIONAL RESEARCH BULLETIN, XXVII (February 18, 1948), p. 42.

EDITORIAL COMMENT

A Step Forward in Ohio Education

THE establishment of the position of Supervisor of Conservation Education in the Ohio State Department of Education is an important step forward in public education in this state. The position was created by a co-operative agreement between the Department of Education and the Division of Wildlife of the State Department of Natural Resources.

Under the terms of the agreement, the position will be in the Division of Elementary and Secondary Education of the Department of Education, and Robert R. Finlay, the supervisor, will be co-ordinate in rank with other supervisors in that division. No doubt he will work closely with them. The Department will, of course, provide office space, secretarial assistance, postage, and so on.

Since the budget of the Department of Education contains no provision for this position, the principal support has to be provided from another source. Hence the agreement provides that the Division of Wildlife will pay Mr. Finlay's salary and traveling expenses until June 30, 1953; the Department of Education is to include these items in its asking budget for the next biennium.

The agreement provides also for the appointment of an Advisory Committee on Conservation Education. The membership of this committee will include representatives of the Department of Education, the Department of Natural Resources, elementary and secondary schools, and teacher-training institutions, together with a number of interested laymen.

This development is noteworthy in a number of respects. In the first place, it means that the Department of Education is going to take a more active interest in conservation education. During recent decades, there has been a growing recognition of the importance of this field. Man's dependence on his physical environment and the need to use and manage that environment so as to ensure its continued suitability as a home are basic facts of human life. The evidences of man's abuse of his environment have become so clear as to be beyond all reasonable doubt.

Hence, learning to use wisely the resources on which our well-being and our very existence depend is one of the most important social problems that we face, and helping people to become informed and concerned about this problem is one of the principal obligations of the school. It is probable that public opinion on this matter has been in advance of educational practice. But there are many developments throughout the country to indicate that schools are beginning to catch up with public opinion. The creation of this position in Ohio is a sign of the times.

The establishment of the position is noteworthy, in the second place, because it is evidence of an interest in the integration of subject-matter around practical concerns. One of the most important educational developments of recent decades has been the increasing attention to problems of living as contrasted with logically organized subjects. This development has gone farthest in the elementary school, but it is under way in the secondary school and the college. Conservation is a problem of living rather than a subject like music, agriculture, or history. It is a body of ideas, principles, and ways of acting that involves many of the traditional subject-matter areas. Increased attention to conservation by a school, a school system, or a state department is, therefore, in line with the movement for more functional educational programs.

In the third place, the establishment of the position is an example of working for the improvement of education through educational rather than authoritarian means. While Mr. Finlay's title is "Supervisor," he will have no authority over any school or school person. The Department of Education does not purpose to establish and enforce standards in the field of conservation education. Mr. Finlay's duty is to help schools and school people who need help in doing the job of conservation education. This will, no doubt, give him plenty to do.

In the fourth place, the establishment of the position is the result of a fine spirit of co-operation between two agencies of state government in a matter of common interest. It is, of course, not desirable that the Division of Wildlife, which is supported principally by hunters' and fishers' license fees, should permanently provide the support of a position in the Department of Education. It is to be hoped, therefore, that the

[*Continued on page 56*]

READINGS

Books to Read

GOSNELL, CULLEN B., AND HOLLAND, LYNWOOD M. *State and Local Government in the United States.* New York: Prentice-Hall, Inc., 1951. xvi+619 pp.

This book provides the beginning student with a comprehensive, basic, and realistic treatment of the functions and structure of state and local government. The authors employ both a meaningful historical approach to their subject and a systematic analytical description of political phenomena. Included in the book are detailed descriptions of actual practices of specific individual governmental units which serve to illustrate basic functions of government. Furthermore, the tables, charts, and documents included are sharply relevant to the text.

The authors' style is unambiguous, informal, and incisive. Owing to the broad scope of the book, however, the treatment takes on an encyclopedic nature in places. The book is divided into four major sections: the state and the Union, state government, local government, and intergovernmental relations. The chapter in which the authors consider the definitions and operations of civil and political rights is exceptionally well done.

ROBERT E. JEWETT

LIVINGSTONE, R. W. *Leadership in Education.* New York: Oxford University Press, 1950. 25 pp.

SMITH, A. H. *Idleness as a Part of Education.* New York: Oxford University Press, 1950. 15 pp.

Livingstone presents no pat formula for leadership in education. He notes, rather, that whatever may be said of leadership on one level of educational endeavor will not be fully meaningful on other levels and, further, he differentiates among the functions of those he designates "the thinkers" (from Plato to Dewey), "the practical creators" (of whom Thomas Arnold and Mme. Montessori are illustrative), and "the great teachers" (whose names, beginning with "the medieval schoolmen," are legion). With these distinctions before him, however, he confines his discussion of leadership in secondary education to the teachers, and widens his concern at the university level to point up the intimate bearing of administrative activities upon the quality of teaching.

What Livingstone seeks may be simply put. He wants each teacher first to achieve personal insight and understanding; he may then become a leader because he meets "some need of which his pupils are hardly aware," not because he wishes to become a leader. Thomas Arnold thus became a leader and, as the author notes, his life makes it clear that "school leadership must be essentially moral."

Leadership so conceived will not prosper where those who set the atmosphere and tone for education are intimidated by forces that deny the

teacher the freedom he needs to do the proper work of education. "Continual interference takes the heart out of a teacher, frustrates his efforts, and impairs his authority" (page 19). Moreover, at the university level inner intimidations arise when "a curriculum with precise courses and prescribed books" leads, deadeningly, not to "discovering new knowledge but imparting what is already known." Leadership in education, then, will have to rise above whatever arbitrary restrictions governing boards impose and escape the easy lure of mechanisms that seem to promote smooth administrative going.

This is a challenging essay. *Idleness as a Part of Education* is another matter. Smith struggles overly hard to differentiate "contemplative idleness" from other forms of idleness and, in the end, says with difficulty what might readily have been said initially—namely, the student's imagination should be cultivated. What is said beyond this is a bit obscure. The imagination is cut off from the "conscious mind" and given a power as if it were some manner of inner agent that may control man without itself being subject to control.

H. GORDON HULLFISH

SMITH, B. OTHANEL; STANLEY, WILLIAM O.; AND SHORES, J. HARLAN. *Fundamentals of Curriculum Development.* New York: World Book Company, 1950. xvi+780 pp.

The authors, members of the University of Illinois faculty, have produced a comprehensive textbook with an extensive bibliography (19 pages) and a good index. There are follow-up topics and supplemental annotated reading suggestions at the end of each chapter. The quality of ideation and language will probably limit the book's suitability for use to advanced students of educational theory and practice; neither undergraduates nor the general reading public will find it easy to read and understand.

There is a definite need for someone to reduce the basic problems and issues of the curriculum to simpler, more widely intelligible terms, if it is important to bring the teaching and learning that goes on in American schools closer to contemporary social reality and, through public education, to avoid pouring new cultural wine, with its explosive possibilities, into old cultural bottles. The curriculum "expert," the teacher, and the learner operate within limits set by public intelligence and acceptance of "new" or "progressive" education. The current problem of *Lernfreiheit* and *Lehrfreiheit* on all levels of American education is generated by a sound public instinct for conserving values derived from human experience and by a public lack of knowledge and understanding of the probable need for revaluation in twentieth-century terms. However sound the theory may be, a book by experts for experts is not likely to change the public mind.

The analysis of curriculum problems and issues and the critical judgments presented in this book stem from the authors' acceptance of the major premises of the pragmatic, instrumental, and experimental philosophy, their practical applications in a new or progressive education, and the system of "democratic" values associated with this frame of reference. Consequently, the only novelty lies in the method of organizing and presenting familiar material. Those already convinced will like it; other advanced students of education, whether they are liberals with "heads in the 18th Century and feet in the 20th," are political, social, economic, or religious conservatives, or

followers of other than the Dewey philosophy, can profit by the broad exploratory treatment of curriculum development, even if they disagree with the authors' critical judgments.

Part I explores the cultural changes produced by science and technology, and the contemporary educational lag reflected in the American school curriculum; Part II, the basic curriculum issues and major conflicting theories of content; Part III, the principles and procedures of determining curriculum content, sequence, grade placement, and the allotment and distribution of instructional time; Part IV, the principal patterns of curriculum organization: subject, activity, core, community school, and unit; Part V, the employment of curriculum development as educational engineering in the field of human relations; and Part VI, the employment of the curriculum for reconstruction and reintegration, and the principal arguments for and against the theory of education as continuous reconstruction of experience.

CLARKE L. FOSTER

ALDRICH, ELLA V. *Using Books and Libraries.* 3rd ed. New York:Prentice-Hall, Inc., 1951. vii+102 pp.

This booklet, originally prepared for the freshman course in the use of the library at Louisiana State University, is a well-planned and excellently written guide to the use of libraries in general. The language is simple, the phraseology clear, and the content well chosen. It includes general information covering library regulations, book classification and arrangement, and the use of the card catalogue. In addition, it lists the more frequently used reference tools, both general and in special subject fields. Annotations for these include purpose, scope, field covered, and a full bibliographical citation. This feature should prove of great value to students who are comparatively new to the use of reference materials.

A very good section on bibliography making is included, with examples given to illustrate points under discussion. A sample bibliography completes this chapter.

Special mention should be made of the exceptionally good index, which makes for ready location of any desired information. I should also like to call attention to the illustrations, which are clever and very much in keeping with the context of the book. All in all, it is an excellent publication, and its use by students should save them many weary hours of haphazard library hunting. Every college student might well own and use a copy.

RUTH SEEGER

BAER, MAX F., AND ROEBER, EDWARD C. *Occupational Information: Its Nature and Use.* Chicago: Science Research Associates, Inc., 1951. xii+603 pp.

This is an outstanding contribution to guidance work as a textbook and as a reference source, and it provides a comprehensive coverage of all major aspects of occupational information in readable style.

It starts with a discussion of the "World of Work," and then presents the various types of occupational literature. The sections on appraising occupational information, occupational requirements, and economic information about occupations are excellent. All significant sources of occupational infor-

mation are discussed and addresses provided. The various types of surveys—follow-up, community, and others—receive adequate attention, and practical suggestions are made on how to conduct the surveys. Any guidance worker should be able to set up an excellent occupational library with the help of this book.

The last part of the book covers the use of occupational information in the counseling as well as in group situations. Last, but not least, is a discussion on the occupational curriculum which is a real contribution and should be read by every educator in the country. Perhaps the book is longer than it should be. Some sections ramble a little too much. A short introductory chapter on job-analysis techniques would have been valuable. In general, however, this should prove to be an ideal textbook for occupational-information courses. Furthermore, it should be available in every high school in the country as a source book for teachers and guidance workers.

FRANK M. FLETCHER, JR.

VALENTINE, C. W. *Psychology and Its Bearing on Education.* New York: Philosophical Library, Inc., 1951. xviii+674 pp.

An old-fashioned outlook and one heavily oriented to British conditions will prevent this book from exerting much influence in America. In a way, that is a pity, for there were virtues in the older psychology as well as weaknesses. Take Valentine's vigorous criticism of "formal discipline." Most of us nowadays assume it is dead. Valentine knows it is very much alive, and very mischievous, so he sallies forth to the attack. As it will probably be twenty-five more years before this hoary doctrine can be safely interred, it is well to have its demerits publicly displayed.

Valentine's book has other merits. It has a friendly chatty style and is full of concrete references to the school. One suspects that it will have considerable influence in Britain, where Mr. Valentine has long been an important figure.

HORACE B. ENGLISH

STONE, ELEANOR B., AND DAYTON, JOHN W. *Corrective Therapy for the Handicapped Child.* New York: Prentice-Hall, Inc., 1951. xviii+315 pp.

The primary purpose of this book as stated by the authors is "to treat the subject of physical and health education, including guidance, for all handicapped children from all angles in order to help physical education teachers in charge of these groups better meet the needs of their pupils as they arise" (page viii). This is an ambitious task and the authors are to be commended. They have presented much valuable information about physically handicapped children, together with specific methods on corrective therapy and rehabilitation of use to the teacher of physical education.

The first nine chapters are devoted to the purposes, needs, organization, and administration of a school rehabilitation program for physically handicapped children; the number of children with different types of handicaps; the kinds of physical, social, personality, and mental-health problems faced by handicapped children; and the rôle of the physical-education teacher in corrective therapy and rehabilitation. The remaining seven chapters are devoted to discussions of what the school can do, and more specifically what

the physical-education teacher can do, in dealing with children handicapped by specific diseases or injuries such as poliomyelitis, epilepsy, rheumatic fever, cerebral palsy, diseases resulting in lowered vitality, and children with defective speech, vision, and hearing.

The authors point out that the education and rehabilitation of handicapped children should be the concern of the entire school staff, and many persons outside the school, such as the family physician, the nurse, the social worker, and the parents. In my judgment, the treatment of the relationships between the physical-education teacher and the family physician are excellent. More attention should have been given to the relationships between the physical-education teacher and the guidance counselor, school psychologist, and the visiting teacher, where they exist in the schools. The relationships of physical-education teacher to special-education teachers in whose classes many of the severely handicapped children are now enrolled deserves more adequate treatment. On the whole, the book is a welcome addition to the literature in this field, as a guide for physical-education teachers and as a resource in teacher education.

HERSCHEL W. NISONGER

BATCHELDER, HOWARD T., editor. "Audio-Visual Materials in Teacher Education: Twenty-Ninth Yearbook of the Association for Student Teaching." Lock Haven, Pennsylvania: Association for Student Teaching, State Teachers College, 1950. x+262 pp.

In this very practical volume the essential rôle of communication in the teaching process is carefully developed and applied particularly to the education of teachers. The dual advantage in the immediate effectiveness of the enriched situation and in the long-term generalization that "we teach as we have been taught" is brought out quite clearly.

The sections given to the production and utilization of materials should be in the hands of and used by all student teachers (and other undergraduates) and their professors. There is an abundance of detail on the production of materials for teaching that will enable the teacher to produce many of his own resources without further instruction and with readily available and easily used supplies.

Many illuminating examples of the utilization of audio-visual materials in institutions of teacher education are provided. In fact, the number might profitably have been reduced to provide more detail on fewer examples. The descriptions of the work of student teachers in utilization are noteworthy.

Such problems as finance, personnel, and space for development and use are considered for both large and small institutions. Lists of sources and annotated listings of motion pictures are provided. The inclusion of cuts is more limited than might be expected in a work of this kind. On the whole, this volume should be very valuable to all whose job is to educate teachers.

JOHN S. RICHARDSON

HYAMSON, ALBERT M. *A Dictionary of Universal Biography*. 2nd ed. New York: E. P. Dutton and Company, Inc., 1951. xii+680 pp.

The first edition of this book appeared in 1916. This revised edition has been entirely rewritten and corrected and a large number of new entries

included. The author also made use of the "new biographic works . . . published during the intervening period." Every entry takes advantage of, and indicates, the principal works of reference in which biographies of the subjects of the entry are to be found.

This book is not intended as a volume of biography, but only as a guide for locating biographies of "every man or woman, not still alive, who has achieved eminence or prominence, from the dawn of history until the present time" (page vii).

Because of the enormity of such an undertaking, only the barest details are given for each entry—"the nationality, country of adoption, and profession have been given in every instance." Whenever possible the years of birth and death have been added, but if these were not available the "period of activity" has been added, and sometimes the works of authors have been included.

It seems to me that the author has done a stupendous piece of work. The book should be a wonderful aid to librarians, scholars, and, in fact, to anyone interested in biographies of those no longer living.

The print is small, of necessity, for otherwise the book could not have been bound in a single volume. I would recommend it as an important reference tool for public and university libraries.

HELEN LOUISE EDMONDSON

MARSHALL, MAX S. *Two Sides to a Teacher's Desk.* New York: Macmillan Company, 1951. viii+284 pp.

Many books have been written about teaching from the teacher's point of view. This author attempts to look at teaching from the point of view of the student, the parent, the administration, and the professional educator. He is a teacher of bacteriology, one of a staff of the University of California which consistently has experimented with and evaluated its techniques in teaching in the light of the effects on the lives of the students with whom they deal. He sets this goal for education:

> Our goal in education is to help students to help themselves, each with his own set of qualities, his own background of family and neighborhood, his own inherited and acquired philosophy, and whatever particular future may be his . . .
>
> To do more than to guide and aid a little is to dominate, to demand, to partake of the tyranny into which teachers so easily fall. Tyranny makes the one on top feel important. Our goal is the best we can find in guidance, not only in techniques but in balance (page 11).

Techniques used by teachers, lectures, textbooks, assignments, recitations, references, visual aids, term topics, seminars, relationships off campus, and laboratory methods are discussed and evaluated in what seems to the reviewer a very realistic fashion. Each technique is considered in a way that is calculated to help every teacher look at his practices from the point of view of their utility to the student.

The chapter on evaluation should prove challenging to anyone interested in teaching, and very thought-provoking. The author makes a distinction between judging and evaluating which holds weight for all teachers concerned with the perennial problem of marking.

In a chapter entitled "The Student's Place," the author advocates letting

students out of the place they have occupied traditionally and giving them a new opportunity, that of helping the teacher find out how he can best assist them, allowing them to evaluate what happens to them in the classroom.

As a teacher of teachers, this reviewer found this a helpful and a challenging book. Its use is not restricted to professional colleges of education, for thoughtful consideration of the ideas presented should improve teaching on every level.

MARY BRADBURY

COUNTS, GEORGE S. *American Education through the Soviet Looking Glass* (An analysis of an article by N. K. Goncharov entitled "The School and Pedagogy in the Service of Reaction"). New York: Teachers College, Columbia University, 1951. 48 pp.

The translation alone of the article by N. K. Goncharov would have made interesting reading material for the American educator. Careful checking of Goncharov's quotations by Mr. Counts and bringing the original into context reveal two things: first, that Goncharov had at his disposal much and diverse material dealing with American thought and philosophy; second, that by clever selection, omission, and insinuation, not to say distortion, any material can be used to prove one's point. Mr. Counts brings out this fact by comparing the quotations, which he re-translated from the Russian, with the original. Sometimes it took a great deal of effort to trace the quotations, and not all of them could be followed up.

JUSTINA D. EPP

* * *

A Step Forward in Ohio Education

[*Continued from page 49*]

effort to get the position placed on the regular budget of the Department of Education for the next biennium will be successful. But the action of the Division of Wildlife has made it possible to get a program under way so that, when the next budget is under consideration by the Director of Finance, the Governor, and the General Assembly, there will be something concrete to point to.

Mr. Finlay brings to the position a wealth of professional training and experience. For many years he was a teacher of science in John Marshall High School, Cleveland. He rendered various special services to the Cleveland schools. We believe that the school people of the state will keep him very busy on his new job and that he will render fine service in his important field.

R.H.E.